Programme Specification
Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	BEd (Hons)
1.5 FHEQ Level:	Levels 4, 5 and 6
1.6 Programme Title:	BEd Physical Education in Secondary Education (11-16 with Enhancement)
1.7 Mode and Duration of Study:	Full Time – 3 years
1.8 School:	MTEP
1.9 HECoS Code:	100512
1.10 Collaborative Provision Arrangement:	None
1.11 UCAS Code(s):	X1XH
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.13 Accrediting Professional Body/PSRB:	Department for Education
1.14 QAA Subject Benchmarking Group(s):	Educational Studies (2015)
1.15 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework Teachers' Standards; ITT Compliance standards ITT Framework; Behaviour Management content for ITT; National standards for school based mentors Office for Standards in Education (OFSTED) Initial Teacher Training (ITT) inspection handbook Department for Education (DfE) Standards for Teachers professional development External Examiner & External Moderator
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	School Based Training is embedded throughout the programme, in line with Initial Teacher Training (ITT) Compliance Criteria. School based

	training (SBT) (SCNC01, SCND01, SCNH01) modules in year 1, 2 and 3 are the specific school based learning modules when trainees are based in schools, exceeding the current minimum requirement of 120 days.
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	Whilst trainees are on school placements, University Tutors will provide individual tuition by distance learning using a range of electronic learning support tools, e.g. the virtual learning environment, online portfolios, etc.
1.20 Original Date of Production:	November 2017
1.21 Date of Commencement:	September 2018
1.22 Review Date:	By August 2024

2. Programme Outline

The Bachelor of Education (Honours) Physical Education in Secondary Education (11-16 with enhancement) is a three year degree programme which supports and contributes to the values of Plymouth Marjon University: Humanity, Ambition, Curiosity and Independence. Trainees are encouraged to develop their own ideas and independent thought; they develop connections and relationships within the University and the community throughout the programme; are always supported to reach their potential and are encouraged to be the best they can be.

The programme is structured around working in partnership with schools under two models of delivery: a 'Higher Education Institution led' model and a 'schools led' model. This is a strong and highly valued partnership within South West England and beyond. In order to improve the quality of teachers, the Department for Education is committed to giving schools a greater role in the training and development of teachers, an ideology founded on the belief that "excellent teaching transforms the lives of all students" (Gove 2010). However, OFSTED (2010) revealed that more Higher Education Institution based Initial Teacher Training provision was graded outstanding than school-based Initial Teacher Training. It is clear, therefore, that achieving the appropriate balance of school led and university led learning and teaching within the programme is essential. The programme maintains the academic underpinning of educational theory and research but enhances the opportunities for contextualising and reflecting on theory in practice. It is this fusion of theory and practice that has enabled wider dialogue and sharing of professional practice across the partnership. Not only are schools the best places for trainees to develop their teaching skills, they are also centres for action research and reflective practice, modelling evidence informed practice. The programme also aims to give students the opportunity for deep reflection, to form a rationale and to develop professional values and skills to be better equipped to meet the demands of their first teaching post.

The B.Ed (Hons) programme's fundamental purpose is to enable graduates to develop the skills of a critically reflective teacher who can inspire young people to be physically literate, healthy and enjoy being physically active throughout their lives. Graduates will reflect on and analyse their own practice and select effective strategies to facilitate and support pupils' learning; the programme is the first step in their continuing professional development in teaching. The programme enables trainees to develop knowledge, skills and understanding of the National Curriculum and a critical awareness of the key issues relating to the aims, objectives, content and assessment at secondary level. The programme aims to ensure that trainees are well prepared and

able to adapt to the changing nature of education and the range of educational settings available within the system.

Trainees learn through a range of school based placements and at Plymouth Marjon University. The programme has 3 distinct areas of learning that enable trainees to link practical and theoretical aspects of secondary education:

1. The secondary education profession
2. Subject knowledge and associated pedagogy
3. School based training

2.1 Integrating Sustainability into the Curriculum

Sustainability and sustainable development concern ideas, understanding, values and skills that are highly relevant to society, the economy and environment, and to individual and collective futures. It is relevant to everybody and all subjects. Education for Sustainable Development (ESD) is an educational approach which focuses on the development of skills, knowledge and experience to contribute to an environmentally and ethically responsible society (HEA, 2017). It aims to achieve human wellbeing and quality of life, pursued through the maintenance, care and equitable use of natural and cultural resources. This approach is integral to the study of education and significant to the development of the whole child, supporting young people to become responsible, global citizens. Ensuring the curriculum is both sustainable at the University and that all trainees understand the importance of sustainability within schools will be a common thread through the programme and will have a specific focus in particular modules.

Trainees will be employed in educational settings with sustainable goals and a commitment to sustainable futures. Schools use campus, curriculum and community approaches to sustainability which often feature as whole school aims or projects, such as: purchasing and waste, food and drink, local wellbeing, travel and traffic, energy and water, buildings and grounds, inclusion and participation and global dimension. This will be a component of modules focusing on Part 2 of the Teachers' Standards and the wider role of the teacher, and will ask critical questions of trainees and their own values.

Within the university, the programme will aim to reduce its impact on the environment by the effective use of e-learning, e- submission of assignments, e-resources and more involvement with Marjon's e-Learning Team. Trainees will also develop and share resources electronically, for example, through Google docs. Transport and distance will be taken into account when placing trainees in schools and they will be encouraged to share transport with other trainees or schools staff wherever possible. Student wellbeing is an important factor and developing resilience in themselves and others will be an integral part of the programme. Reducing and managing workload has been a government focus and the programme will support this, helping trainees to prioritise and organise their work.

3. Distinctive Features

The B.Ed Hons Physical Education in Secondary Education (11-16 with enhancement) programme is delivered by well qualified teachers who have a wide range of experience in schools and Higher Education. It is designed to produce well-qualified graduate teachers who are highly employable, are prepared for the next steps in early career development and therefore remain in education. The programme itself requires applicants to demonstrate higher standards of academic achievement as well as high standards of personal performance and dedication.

The combination of professional studies, subject knowledge and pedagogy, and school based training is a distinctive feature of the programme, designed around cognitive theory, suggested in Bruner's Spiral curriculum. The trainees revisit a topic, theme or subject several times throughout the three year programme. The complexity of the topic or theme increases with each revisit and new learning has a relationship with old learning and is put in context. The theoretical underpinning is contextualized through school based observation, teaching experience, professional dialogue and reflective practice; theory supports practice, and vice versa. In response to changing government policy and approaches to Initial Teacher Training the B.Ed programme is built on strong, well established partnerships with schools which continue to strengthen the programme and remain open and flexible to on-going changes. Integral to the programme are the three key student outcomes of completion, attainment and employment. The spiral curriculum enables the partnership to contextualise the theory with current practice relating to innovation in modelling best practice for teaching and learning in using digital learning strategies and pedagogies for academic practices, techno social practice, techno literacy, information literacy and media literacy (**Digital Scholarship**). The modes of assessment also support digital scholarship through assignments requiring trainees to design websites, analyse and evaluate apps for example, and access support from Marjon's e-Learning Team.

The distinctive features of the programme include opportunities for trainees to gain **enhanced qualifications** though experience of teaching:
- other curriculum subjects (particularly shortage subjects, e.g. maths, all sciences, modern foreign languages, etc)
- different phases such as primary or further education
- post 16 and examination groups,
- children with Special Educational Needs and Disabilities.

These opportunities result in more employable trainees who are well prepared for rapid career development and are employable worldwide (global citizens).

Enrichment opportunities are provided through the integration of undergraduates and postgraduates in the final year. Both groups of trainees benefit professionally from the breadth of experience brought to the training. Collaboration also enables B.Eds and Post Graduates to share teaching and learning experiences, such as the timetabled conferences throughout the year, which may include: Managing Behaviour, Professional Values, Health, Special Educational Needs & Disabilities and Challenging Stereotypes.

High quality and robust **evidence** for the Teachers' Standards is derived by gaining experience in a diverse range of partnership schools, e.g. Special Educational Needs & Disability, faith schools, London inner city schools, Multi-Academy Trusts, Co-operative Trusts, forest schools, etc. This prepares trainees for the multitude of educational settings where they may start and continue their careers.

4. Programme Aims

The over-arching aim of the B.Ed (Hons) Physical Education in Secondary Education (11-16 with enhancement) programme is to prepare our next generation of outstanding reflective practitioners and high calibre Physical Education teachers. The programme will provide opportunities for trainees to develop an in-depth knowledge and understanding of their profession. Graduates from this programme will be: critical thinkers, reflective, reflexive, flexible,

caring, confident, knowledgeable professional practitioners who are well prepared to undertake further training as newly qualified teachers and into their careers.

The programme's general aims are to:
1. Develop a systematic understanding of the field of education including acquisition of coherent and detailed knowledge informed by educational research and policy.
2. Develop Physical Education specific techniques of analysis and enquiry and use them critically to make judgements and solve problems.
3. Develop conceptual understanding, devise and sustain arguments, challenge assumptions and evaluate abstract concepts and data, linked to educational, and Physical Education research and policy.
4. Recognise how diverse educational settings may present uncertainty and ambiguity, and to apply knowledge in a range of contexts.
5. Develop the ability to learn independently, exercising initiative and personal responsibility for their academic and professional development.
6. Communicate and explain information, ideas and problems to a variety of audiences through academic and professional work.

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:
1. Comprehensive knowledge and conceptual understanding of the diversity of learners, various theories of how learners learn and the complexities of the education process.
2. Understanding of the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process; understanding of the underlying values and principles relevant to education and Physical Education.
3. Analyse and understand the complexity of the interaction between learning and contexts, (including classroom based, outdoors based activities, laboratory based work, indoor practical venues) and different educational settings (e.g. primary phase, secondary phase and special school), and the range of ways in which participants (including learners and teachers) can influence the learning process.
4. Knowledge and understanding of a range of research perspectives and methodologies applied to education and Physical Education.
5. An awareness of the complex interactions between education and its contexts, and relationships with other subjects and associated professional services.

Intellectual skills:

By the end of this programme students should be able to demonstrate:
6. The ability to critically reflect on their own and others' value systems and accommodate new principles and understandings of Physical Education and its place in education.
7. The ability to critically analyse and challenge educational concepts, theories and issues of policy in a systematic way; identify and define complex problems and critically reflect on potential connections and discontinuities between them.
8. The ability to critically evaluate a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding; demonstrate an understanding of the significance and limitations of theory and research on evolving education and Physical Education contexts.

Practical skills:

By the end of this programme students should be able to demonstrate:

9. The ability to use a range of evidence (including research, learning plans and evaluations, observations, assessments and personal target setting) to formulate appropriate and justified ways forward and potential changes in practice.
10. The ability to confidently apply their knowledge and understanding of policy practically through the minimum level of practice expected of teachers.
11. The ability to use their knowledge and understanding critically to locate and justify a personal position in relation to PE and to how it links to issues such as globalisation, sustainable development, and social inclusion.
12. The ability to adapt to ever changing environments concerning national priorities, the international workplace, developing technologies and global views of education.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

13. The ability to confidently organise and articulate opinions and arguments in speech and writing using terminology relevant to education and Physical Education.
14. The effective use ICT within research and other appropriate situations, including within the teaching profession, e.g. to evaluate performance, or to track pupil progress.
15. The ability to collect, interpret and apply numerical data, as appropriate, including the use of school assessment data.
16. The ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities, including scaffolded teaching experiences.
17. The ability to articulate approaches to learning and organise an effective work pattern including working to deadlines; set targets by reflecting on learning, identifying key areas for development and adapting approaches to work; seek feedback and respond to it.
18. The ability to process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives applying qualitative and quantitative data where appropriate.
19. A continued focus on developments within education and the ability to actively apply new ideas to educational situations.

6. Learning and Teaching Methods

Method	Description
Coaching and mentoring:	Structured, sustained process for supporting professional learners through significant career transitions and development of a specific aspect of a professional learner's practice.
Conference workshops:	Students engage in intensive study or work in a creative or practical field.
Directed Study & Reading:	Time set aside by the teacher for learners to study a particular subject.

Educational Visits	Off site visits to specific venues or environments to promote educational outcomes.
E- learning:	Utilisation of electronic media, normally via the University's virtual learning environment to support learning in a variety of ways. Examples include providing direct access to relevant reading, the development of blogs and interactive discussions, for notices and updates.
Field work:	Students work in a practical setting, often off site, to develop knowledge, skills and understanding.
Group-work:	Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the module or wider student community. It can include exercises, activities, debates, and discussion.
Guest Lectures:	Using specialists from the field to present to students. Typically refers to when a guest speaker explains or shows some content to a learning audience; similar to a lecture.
IT Practical:	Computer and network enabled transfer of skills and knowledge, using electronic applications and processes to learn.
Laboratory practical:	This can also include laboratory sessions and conditioning sessions in the fitness suite.
Learning Resource development:	Students take part in activities which enable learning resources to be developed, these may also be electronic.
Lectures:	Subject introduced and delivered in a specific time which transmits information, often via PowerPoint/Prezi/recorded clips.
Master Class:	Learning delivered by a highly regarded practitioner sometimes in the form of a lecture demonstration and sometimes using students as subjects e.g. diverse activities such as the use of boxing for anger management.
Observation of practice:	Learners observe selected practices related to their area of study and reflect and review them in relation to other models and processes as a means of learning.
Peer teaching and observation:	Students observe peers'/colleagues' presentations in order to provide critical, constructive feedback.
Practical sessions / assessment:	Student activity or group work. This can also include teaching and coaching sessions, essentially to develop subject knowledge and pedagogy.
Practical workshops:	Students take part in practical studies within an outdoor and/or indoor environment in order to develop skills and knowledge.
Practice-based, informal learning communities:	Learning 'conversations' initiated by and to other students either through their professional community/ies or informal social media such as Twitter and Facebook.
Professional development planning:	Students take part in activities that contribute towards the creation of either an individual learning plan or study or research plan, depending on their stage in the B.Ed.

School Based Research:	Activities where students gather research from an education based setting.
School Based Training (SBT):	Training activities such as observation, scaffolding, modelling, workshops, teaching, meetings, evaluations and peer support, outlined in the Partnership Agreement and handbooks.
School Based Training (SBT) Tasks:	Learning events which take place within a working environment e.g. school setting, enabling learners to develop 'real life' skills and practices.
Self and peer assessment:	Activities where students assess their own work or practice, or that of others.
Seminar:	A session or class in which a topic is discussed by a tutor and a small group of students.
Supported, independent study:	Activities where a student conducts research or another identified learning activity either on their own and/or with tutor support (face-to-face or otherwise).
Tutorials:	Individual one to one or group tutorials with a nominated University Tutor.
Working with pupils:	Learning activities where pupils from school come into the University to work with students or school scenarios are set.

6.1 Learning Enhancement

The purpose of using a range of different pedagogic strategies through different modes of teaching throughout the programme is two-fold; firstly to enable trainees to learn and make progress in their studies, and secondly to model best practice. A wide range of different methods teachers can use for teaching, learning and assessment are implemented and modelled to support a range of learning styles and preferences. The programme is designed to develop distinctive teachers who have a repertoire of high quality and effective methods in the teaching and learning environment. Teaching and learning takes place in a range of bespoke teaching spaces to maximise learning opportunities to enhance student outcomes and learning gain.

The taught programme enables flexible and student-centred learning where trainees gain more independence and take more ownership of their learning over the course of the programme. The programme seeks a balance between teaching and learning methods that include, working in small seminar groups, lecture inputs, workshops, independent study, and individual supervision; there is an emphasis on blended learning via the University Virtual Learning Environment. In line with the University Learning and Teaching Strategy the teaching team is committed to engaging with and developing further new approaches to teaching and learning, including the full and active use of the Virtual Learning Environment and other e-learning resources, the use of open learning resources and audio capture of lectures where appropriate. Throughout the programme students are encouraged to identify and engage in independent reading to supplement and consolidate teaching and learning and to broaden individual knowledge and understanding of their subject area/s. University Personal Development Tutors play a significant role in supporting this dimension of the learning experience

6.2 e-Learning

E-learning and digital literacy development will be a central component of the programme. The relationship with e-learning and digital literacy will depend on the pedagogy of the module. All modules will at least provide information and links to literature via the reading lists, and other resources on the University's virtual learning environment. Most of the modules will utilise a

blended learning approach via the Virtual Learning Environment in which e-learning activities support the face to face interaction and learning environment as well as providing the students with opportunities to further enhance and apply their knowledge and practice.

Many students elect to form their own informal learning and support community through their workplaces and utilise social media such as Twitter, Group Chat and Google Docs to share research progress. E-survey tools are used to track partnership quality assurance information and collect trainee feedback, using vehicles such as Survey Monkey and Google Forms. As University Tutors continue to develop their own digital scholarship competence through training, students will have opportunities to engage with a range of sophisticated digital learning experiences e.g. Mendeley, Bluesky, Abyasa, Epigeum, Google Docs etc. The Marjon e-Learning Team will also feature regularly during the programme to share, model and develop the most innovative e-learning technology as it develops.

7. Modes of Assessment

The purpose of assessment is to demonstrate to staff and students, and track, the achievement of individuals in specific areas of work. Assessment is viewed as an aid to learning and as a means of professional and academic self-evaluation. Moderation by an External Examiner enables a wider reference point of the standards attained. There is a wide range of assessment opportunities throughout the programme designed to develop the students' abilities to be critically reflective and to engage in critical discourse. Formative assessment is used throughout the programme, but especially early in year 1 and 2 to support academic writing in particular. This enables clear target setting, sharing of objectives, use of feedback, peer review and structured questioning, supported through tutorial activity. Academic work will be produced, submitted and marked in accordance with the university's assessment requirements, frequently via Turnitin, as specified in the Student Handbook. Assessment of all modules is based on the Quality Assurance Agency's benchmarking at levels 4, 5 and 6, and using the university's generic statements which have been developed into marking criteria and frameworks for each module.

Method	Description
Coursework:	Any type of work, assessment or assignment which is not an examination (e.g. essay, presentation, practical laboratory work). Coursework may or may not contribute to the assessment of the outcomes of the module.
Digital/E-resource:	An electronic piece of work such as a website task, teaching resources, interactive task, quiz, etc.
Essay:	A written response to a question based on synthesis and analysis demonstrating appropriate knowledge and understanding of key current debates in the subject. These may be negotiated with an academic tutor.
Formal Examination:	Usually takes the form of essay questions, but also other forms such as multiple-choice questions, short answer questions or any combination which are under examination conditions.
Formative Essay:	An assessed piece of writing used to provide feedback to the trainee to improve their learning and target areas that require more work. The grade does not contribute to the final module mark.
Learning Journal:	A journal, diary or blog/vlog of student learning based on critical and analytical reflections on any given situation/s

	within a workplace setting. In a vlog, postings are in video format.
Literature Review:	An essay style assignment critically evaluating literature pertinent to a topic.
Personal Practical Performance:	Practical performance measured against set criteria using recognised guidelines or national awards.
Portfolio/ e-portfolio:	A collection of assessments covering the learning outcomes of a module, which usually takes several different forms such as essays, reports, lesson plans, presentations and task sheets, digital media, compilation of weekly tasks, brief laboratory reports, teaching plans and evaluation as evidence of student achievement and progress.
Presentation – digital, oral or poster:	A talk illustrated or supported by a variety of audio-visual or digital aids, which demonstrates knowledge and understanding of a selected topic and communication skills. Can be individual or group.
Qualified Teacher Status:	The Teachers' Standards define the minimum level of practice trainees and teachers must achieve to enable them to gain qualified teacher status.
Research Proposal:	A precise and coherent summary of a proposed research project setting out the central issues to be addressed and the ethical procedures to be followed.

7.1 Assessment of 'Qualified Teacher Status' in Schools

The Teachers' Standards (Department for Education, 2011) define the minimum level of practice expected of trainees and teachers from the point of being awarded Qualified Teacher Status. 'Providers of Initial Teacher Training will assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS' (Department for Education, 2011).

Over the course of the programme, trainees must meet all of the Teachers' Standards at a minimum level in order to achieve the award of Qualified Teacher Status; the majority exceed this at a good or outstanding level. School-based mentors and University Tutors assess students' competency against the Teachers' Standards by observing them teach, scrutinising files and assessing their Individual Learning Profile. The activities and tasks the students are expected to carry out whilst on placement link directly to their work in the University, thereby explicitly combining theory and practical application. This is in line with the University's Placement Learning Policy.

Professional assessment is carried out in line with the ITT compliance criteria and the current Office for Standards in Education (OFSTED) inspection framework for Initial Teacher Training (ITT). All trainees will follow Plymouth Marjon University's assessment structure for assessing trainee progress. This is an electronic document that allows mentor and trainees to track their progress and training and to set realistic and achievable targets throughout their final training year. This is used at key review points during mentor meetings and allows trainees to focus on their progress linked clearly to the Teachers' Standards. It is a formative document that allows both the trainee and mentor to track training and progress towards the award of QTS. Both the trainee and mentor will need to decide on the BRAG rating at each stage against the Teachers' Standards: 1 (Blue), 2 (green), 3 (amber) or 4 (red). This will culminate in a summative judgement

based on trainee outcomes of attainment, according to current OFSTED criteria in teaching terms:

    Grade 1 - Outstanding
    Grade 2 - Good
    Grade 3 - Meeting the minimum requirements but requiring improvement
    Grade 4 - Failing to meet the minimum requirements.

Moderation by External Moderator and internal quality assurance processes enables a wider reference point of the standards attained and accuracy of judgements made.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning/Placement Learning

The B.Ed (Hons) Physical Education in Secondary Education (11-16 with enhancement) programme is a school based learning programme. The focus of each level of placement is intrinsically linked to the associated taught modules in that stage to support students to apply their academic learning to their practice. School based training takes place in each year of the programme and utilises progressive tasks with a different focus in each placement e.g. lesson development in year 1, KS2/3 transition and Special Educational Needs & Disabilities in year 2, trainee development and pupil progress in year 3. Trainees are also asked to organise voluntary experience or take part in an organised work placement, such as Camp America, to support their training and prepare for the next school based placement over the summer vacation.

Placements are managed in accordance with the University's Placement Learning Policy and are supported by the Placement Co-ordinator and in accordance with Department for Education compliance criteria for Initial Teacher Training. Marjon Teacher Education Partnership makes excellent use of the quality and range of placements and the engagement of schools, colleges and/or other settings is outstanding, enabling individual needs of trainees to be met. The diverse range of schools within the partnership enables opportunities for trainees to gain practical experience of working effectively in different schools, colleges and/or settings including those in challenging socioeconomic circumstances and those judged as requiring improvement. The Plymouth Marjon University Teacher Education Partnership is a values-based collaborative partnership; values underpin the strategic direction and decisions of the Partnership. The Partnership has focused its developments in: Co-operative Schools and Trusts; Church Schools; National Teaching School Alliances that have similar values; Individual schools with a clear values-based focus and Multi Academy Trusts.

School Based training results from a collaborative planning and review process between partnership schools and the University to develop the programme content and mode of delivery. Students are placed in a range of placement schools during the 3 year programme, allowing for breadth of experience across the sector. Training in schools is a crucial part of the overall learning process. There is a strong commitment to working with our partnership schools to ensure consistent, high standards of training for our trainees in schools. Comprehensive training for school based mentors is organised prior to each teaching placement. Mentor training also takes place in locations within the region to enable access for all schools. Further training also takes place in partnership with schools further from the University, such as in London. Well established quality assurance mechanisms ensure that the programme team provide briefings to tutors and

instructors who supervise students on placement/work-based learning. The briefing sessions ensure that tutors and instructors have up to date information and support. All placements are preceded with a series of workshops that visit/re-visit professional attributes as well as making sure that students understand current safeguarding practices.

10. Programme Structure

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SCNC01	Becoming a Teacher	20	100% Coursework	Semester Y	Compulsory	Condonable
SCNC02	Scientific & Pedagogical Aspects of Physical Education	40	70% Coursework 30% Practical	Semester X	Compulsory	Non-Condonable
SCNC03	The Science of Athletic & Health Related Activities	20	60% Coursework 40% Exam	Term 1	Compulsory	Condonable
SCNC04	Holistic Development through Outdoor and Adventurous Activities	20	100% Coursework	Semester Z	Compulsory	Condonable
SCNC05	Managing Learning through non-invasion games	20	40% Coursework 60% Practical	Term 3	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SCND01	Curriculum and Pedagogy	40	70% Coursework 30% Practical	Semester X	Compulsory	Non-Condonable
SCND02	Assessment and Pupil Progress	20	100% Coursework	Semester Y	Compulsory	Condonable
SCND03	Analysing and assessing performance through Invasion Games	20	50% Coursework 50% Practical	Term 2	Compulsory	Condonable

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory/Optional	Condonable/Non-Condonable
SCND04	Social Sciences in Physical Education	20	100% Coursework	Term 3	Compulsory	Condonable
SCND05	Promoting Creativity through Aesthetic activities	20	100% Practical	Term 3	Compulsory	Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory/Optional	Condonable/Non-Condonable
SCNH01	Secondary Education, Schools, Learners and Teachers	40	100% Coursework	Semester X	Compulsory	Non-Condonable
SCNH02	Current issues in Education	20	100% Exam	Semester Y	Compulsory	Condonable
SCNH03	Health Based Approaches to Physical Education	20	50% Coursework 50% Practical	Semester Y	Compulsory	Condonable
SCNH04	Research in Education	40	100% Coursework	Semester X	Compulsory	Non-Condonable

Key: Semester X = A & B
- A definitive module descriptor is required for each module

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

Department for Education

12. Professional Advisory Group

The Marjon Teacher Education Partnership Strategic Group meets three times each year and is responsible for scrutinising the data, identifying trends and making recommendations that focus on improving or sustaining high-quality provision and outcomes for trainees. They use rigorous, accurate and systematic analysis of internal and externally validated data, thorough self-evaluation to generate and evaluate improvement planning.

13. Academic Progression Opportunities

Graduates of the B.Ed (Hons) are eligible to apply for Master's level opportunities, such as specific modules with Master's credits or a full Master's degree.

14. Employability and Career Progression Opportunities

Gaining employment:
- Throughout the programme students are supported and encouraged to secure a teaching position. This is achieved through lectures, tutorials, seminars and a Teacher Employment Fayre which supports the trainee in successfully applying for a teaching post.

- The Partnership supports the students with opportunities for mock interviews and guidance in applying for jobs.
- Currently, placements are offered (subject to availability) in London, other more culturally diverse cities, Multi Academy Trusts, faith schools, selective schools, SEND schools and Forces Schools to enhance student employability.
- Opportunities are provided for the students to meet representatives from recruitment pools such as London Boroughs and be interviewed for Newly Qualified Teacher posts.
- The Marjon Futures team support the programme at all levels and provide professional and personal support and guidance for employment activities.

Newly Qualified Teacher support:
- This is a vocational and academic route into teaching. The programme is the pathway to qualified teacher status (QTS) and early teacher career development.
- All students upon qualifying, therefore, are eligible for and should gain employment as a teacher.
- An emphasis is placed on peer-led support through the use of current NQTs, recently qualified alumni and Marjon Teacher Education Partnership staff.
- Support for early career development is available through links with employing schools, establishment of a Career Entry Development Profile and accredited professional development opportunities.

On-going career development:
- Certified professional development for school based mentors working with trainee teachers provide ongoing career development opportunities for the partnership staff
- Projects with partnership schools and teaching school alliances generate opportunities for leadership
- Accredited Masters level provision for teachers in schools contributes to the suite of opportunities for career development

Other career pathways include continued study for M level or Research degrees, careers in non-maintained education sector or teaching abroad, careers in education support and ancillary services.

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:
- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:
- Personal Development Tutor for every student in the University

- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with participants through ongoing and continuous dialogue and regular communication. Year 3 trainees are invited to participate in the National Student Survey. In addition, feedback at programme level is achieved through programme and module evaluation surveys. The Staff Trainee Liaison Committee (STLC) is responsible for feeding trainee voice into review, evaluation and development of provision both within course and at the end of training. Quality assurance for Initial Teacher Training involves trainee feedback 'in year'; these include triangulated data - collection points where trainee, mentor and University Tutor provide mid School Based Training feedback, School Based Training evaluations, interim Newly Qualified Teacher survey and Exit surveys. In addition, the University mid module and end of semester evaluations are used to garner student opinion. The programme has been revalidated using engagement and feedback from Students, External Examiners and other stakeholders. Feedback has included the timing of assessment deadlines, assessed content, timing of conferences and guest lectures, etc.

17. Other Stakeholder Feedback

The Marjon Teacher Education Partnership Operations group is phase specific covering representation from all routes into teaching in that phase. The groups make use of the rigorous and well-embedded quality assurance systems to sustain high-quality outcomes and to continuously improve the quality of provision across the Initial Teacher Training partnership. The Programme Team is responsible for addressing the changing demands and responding to new developments in teaching and education through research informed practice, ensuring that the validated programmes meet academic and compliance requirements and are relevant and up-to-date. School based staff are influential in shaping the provision though feedback mechanisms and as a result of mentor training and education they deliver high quality training across different phases and are heavily involved in recruitment and the selection processes. Newly Qualified Teachers/former trainees continue to be involved in the Partnership through engagement and liaison with employers, this ensures an effective continuum from initial teacher training to induction and continuing professional development.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner and external contributions, and incorporate student feedback mechanisms at both modular and programme level which is reported formally through the University's annual monitoring and reporting cycle. The Office for Standards in Education inspection cycle demands robust and rigorous scrutiny of data. The University staff engaged as External Moderators/Examiners at other teacher training partnerships will moderate grading and training decisions and activities against those in the Plymouth Marjon University Teacher

Education Partnership. The triangulated quality assurance processes between school, the University and trainees is utilised to schedule Plymouth Marjon University Teacher Education Partnership leadership team observations of grading for QTS processes.